

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Peninsula Union School District

CDS Code: 12629846008106

School Year: 2021-22

LEA contact information:

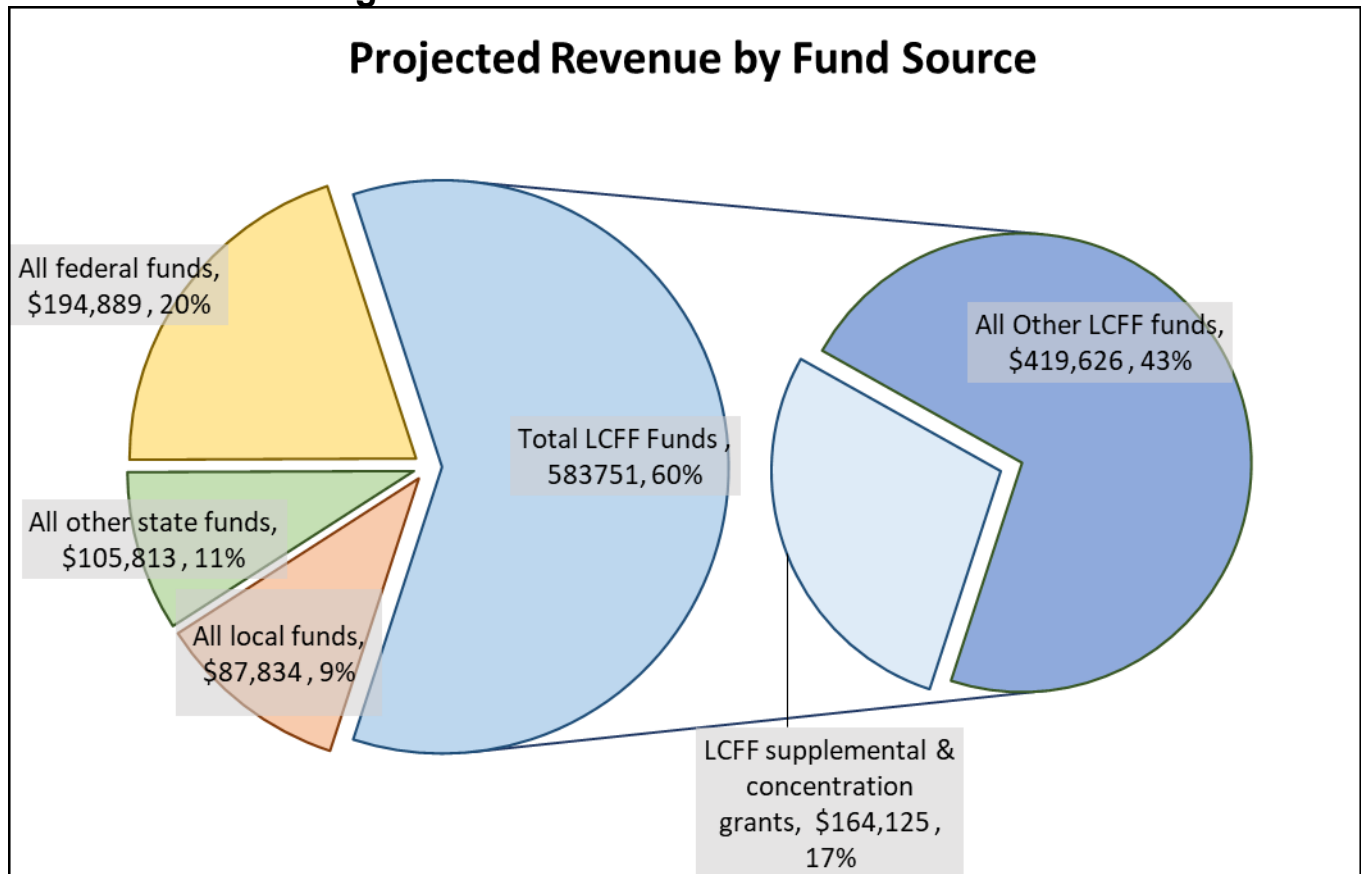
Lark M. Doolan

Superintendent

707.443.2731 x111

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

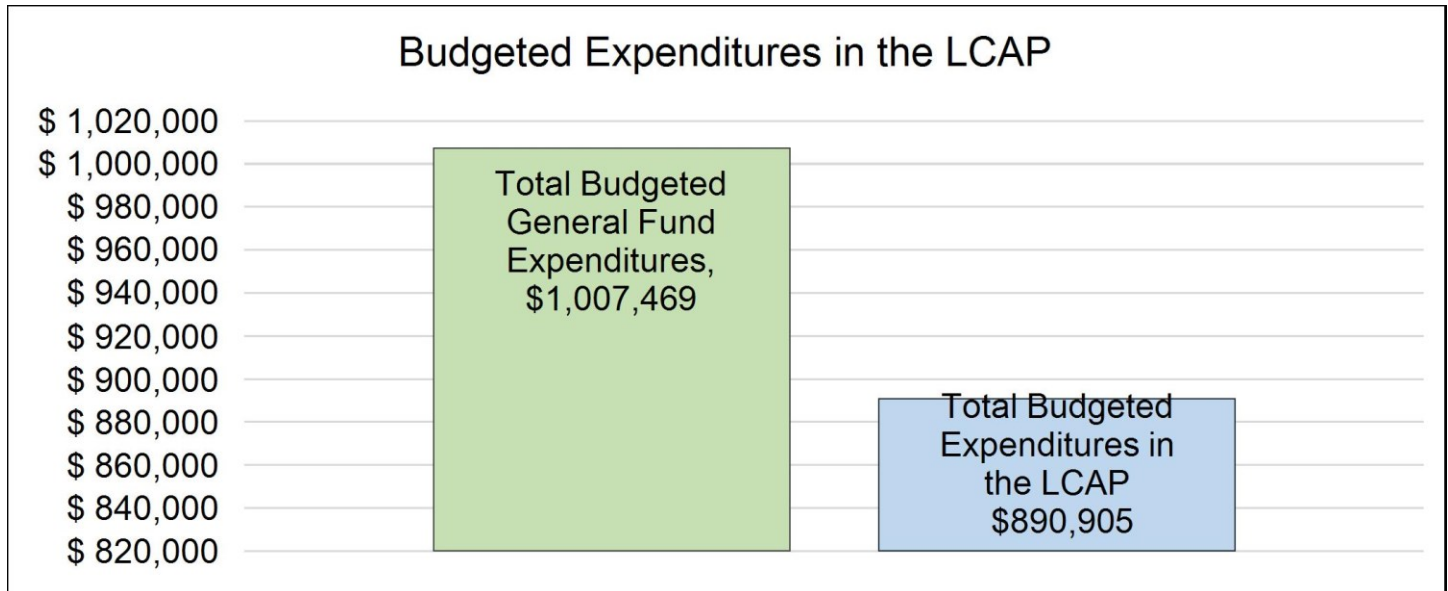


This chart shows the total general purpose revenue Peninsula Union School District expects to receive in the coming year from all sources.

The total revenue projected for Peninsula Union School District is \$972,287, of which \$583,751 is Local Control Funding Formula (LCFF), \$105,813 is other state funds, \$87,834 is local funds, and \$194,889 is federal funds. Of the \$583,751 in LCFF Funds, \$164,125 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Peninsula Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Peninsula Union School District plans to spend \$1007469 for the 2021-22 school year. Of that amount, \$890905 is tied to actions/services in the LCAP and \$116,564 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Peninsula Union School District continues to use General Fund money for the continuing upkeep of the school and related programs; additionally, we have purchased a water tank and a new freezer with these funds this year.

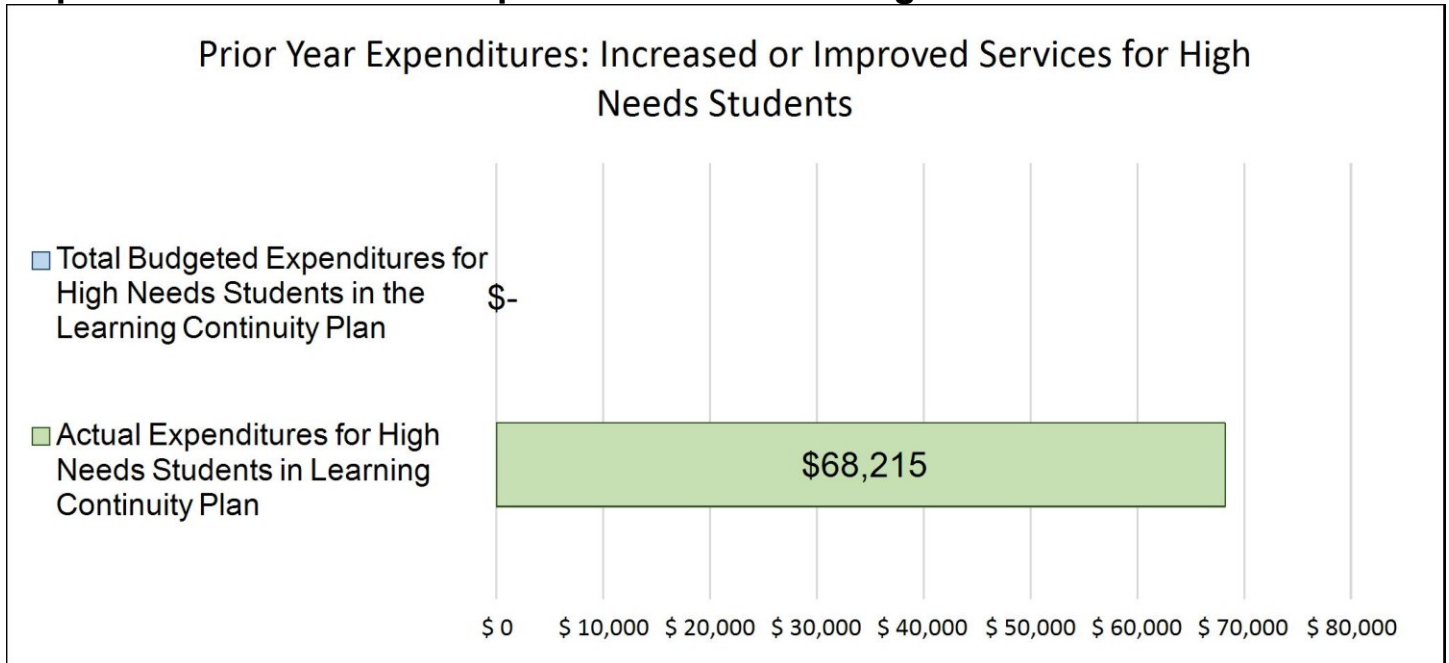
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Peninsula Union School District is projecting it will receive \$164125 based on the enrollment of foster youth, English learner, and low-income students. Peninsula Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Peninsula Union School District plans to spend \$39519 towards meeting this requirement, as described in the LCAP.

Peninsula Union School District is providing students in need with deliveries of food and supplies, chromebooks, hotspots, headsets, and other peripherals. We continue to check in with high needs students and assess need, which enables us to respond dynamically to each situation as it arises.

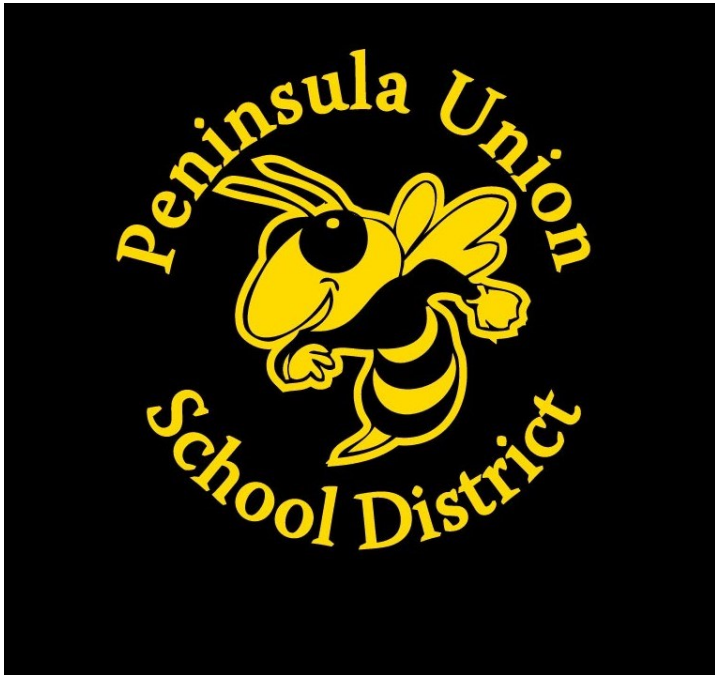
# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Peninsula Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Peninsula Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Peninsula Union School District's Learning Continuity Plan budgeted \$0 for planned actions to increase or improve services for high needs students. Peninsula Union School District actually spent \$68,215 for actions to increase or improve services for high needs students in 2020-21.



# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Peninsula Union School District	Lark M. Doolan Superintendent	ldoolan@peninsulasd.org 707.443.2731 x111

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Peninsula students will demonstrate improvement in academic outcomes as measured by multiple indicators

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Metric 1.1 CAASPP results</p> <p><b>19-20</b> Percent of students will meet or exceed standards in ELA will increase from the previous year by at least 2%</p> <p>Percent of students will meet or exceed standards in Math will increase from the previous year by at least 2%</p> <p>The distance from level 3 in ELA and math will increase by at least two points.</p>	<p>Goal not met. CAASPP scores declined in Spring of 2019; In ELA, student scores were 99 points below the standard, having declined 32.9 points; in Math, student scores were 124.4 points below the standard, having declined 17.9 points.</p>

Expected	Actual
<p><b>Baseline</b> Students approaching, meeting or exceeding standards in ELA are: 39%. Those for meet/exceed were 25%.</p> <p>Students approaching, meeting or exceeding standards in Math are: 44%. Scores for meet/exceed were %5.</p> <p>2016 ELA was 59.4 points below level 3 and for math was 62.6 points below level 3.</p>	
<p><b>Metric/Indicator</b> Metric 1.2 Classroom assessments for students with intervention students</p> <p><b>19-20</b> The percentage of students receiving tier 2 intervention supports improving an average of one grade level will maintain at 3% or greater</p> <p><b>Baseline</b> 0% of students receiving tier 2 intervention supports improved an average of one grade level</p> <p><b>Metric/Indicator</b> Metric 1.3 CALPADS use</p> <p><b>19-20</b> Maintain 100% fidelity</p> <p><b>Baseline</b> At 100% fidelity</p>	<p>Not measured due to the pandemic; students were not in classrooms to be assessed.</p> <p>Met. Our district is using CALPADS with 100% fidelity.</p>
<p><b>Metric/Indicator</b> Metric 1.4 100% properly credentialed teachers appropriately assigned and 100% of school site staff will attend at least one PD opportunity, district records and invoices.</p>	<p>Met: Our school has maintained 100% of teachers appropriately credentialed and assigned, and 100% of our staff have already attended at least one PD opportunity or are scheduled to by the end of the current school year.</p>

Expected	Actual
<p><b>19-20</b> Maintain having 100% of staff will attend at least one PD opportunity and 100% appropriately assigned teachers.</p> <p><b>Baseline</b> 100% of staff attend professional development and 100% appropriately assigned teachers.</p>	
<p><b>Metric/Indicator</b> Metric 1.5 Office staff will communicate with families regarding attendance at each trimester mark and will use School Wise Attendance System for tracking data and monitoring chronic absenteeism.</p> <p><b>19-20</b> District attendance rate will increase by at least 0.5% and maintain as no more than one student with chronic absenteeism.</p> <p><b>Baseline</b> Currently at 93.88% and chronic absenteeism is no more than one student.</p>	<p>Not Met: Office continues to use School Wise Attendance System for tracking and monitoring absenteeism. Leading up to the pandemic and school closure in March of 2020, approximately 13.04% of students were chronically absent (approximately 6 students). Being a small rural district, one family moving into our district can account for an increase in absenteeism such as the one reported in this year's annual update.</p>
<p><b>Metric/Indicator</b> Metric 1.6 Middle School Dropout Rate</p> <p><b>19-20</b> Maintain 0% dropout rate</p> <p><b>Baseline</b> Currently at 0%</p>	<p>Met: We have maintained a 0% middle school drop out rate.</p>
<p><b>Metric/Indicator</b> Metric 1.7 Student suspension rates and Student expulsion rates - Administrator Attendance Log</p> <p><b>19-20</b> Maintain two or less students with off site suspensions</p>	<p>Not met. Fifteen students were suspended during the 2019-2020 school year.</p>

Expected	Actual
<p><b>Baseline</b> Currently no more than one student with off site suspensions</p>	
<p><b>Metric/Indicator</b> Metric 1.8 The annual board resolution for sufficiency of instructional materials and SARC Outcome <b>19-20</b> Maintain 100% of students will have access to standards aligned materials</p> <p><b>Baseline</b> 100% of students have access to standards aligned materials</p> <p><b>Metric/Indicator</b> Metric 1.9 Teacher planners and classroom observations, implementation of CCSS for all students including unduplicated pupils. <b>19-20</b> Continue having all students, including students with disabilities, have access to a broad course of study including music, art and science, continue to use and update/edit common core report cards as needed. All students including unduplicated pupils receive CCSS instructional materials each year.</p> <p><b>Baseline</b> All students, including students with disabilities, have access to a broad course of study including music, art and science, common core report cards have been created and approved. All students including unduplicated pupils receive CCSS instructional materials each year.</p>	<p>Met: 100% of students have access to standards aligned materials.</p> <p>All students had access to a broad course of study on campus prior to the pandemic and school closure. During the pandemic, students were still able to access a range of courses via distance learning, including music classes, nature-based learning, art, english-language arts, social studies, and hands-on science and math classes.</p>
<p><b>Metric/Indicator</b> Metric 1.10 The list of awards or honors given for student work, and behavior, as collected by the district secretary</p>	<p>Met. Our district continues to celebrate student achievement through monthly assemblies, awards, and celebrations.</p>



Expected	Actual
<p><b>19-20</b> Maintain monthly acknowledgements of student performance</p> <p><b>Baseline</b> School assemblies and awards/recognitions take place monthly</p>	
<p><b>Metric/Indicator</b> Metric 1.11 School will retain a SPED teacher and contract out for other SPED services as identified on IEPs</p> <p><b>19-20</b> Maintain adherence to IEP service minutes</p> <p><b>Baseline</b> All students with IEPs are receiving their allotted services</p>	<p>Met. Our district has maintained a SPED teacher position and contracted out for SPED services as identified on IEPs.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Classrooms will be taught by HQ, appropriately assigned, fully credentialed teachers in all academic areas and all teachers will attend at least on PD related to CCS and will implement State Standards based instruction.</p> <p>Stipend teacher or volunteer will provide additional intervention supports for identified student performing behind grade level.</p>	<p>LCFF, Lottery, EPA, Title II, Title IV, REAP (RS 0000, 1400, 3010, 4127, 4035, 5820, 7690) 1000-1999: Certificated Personnel Salaries LCFF \$156,072</p> <p>LCSF and Title 1, Title IV (RS 0000, 3010, 4127) 5000-5999: Services And Other Operating Expenditures Title I \$10,139</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$608</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$892</p>	<p>LCFF, Lottery, EPA, Title II, Title IV, REAP (RS 0000, 1400, 4127, 4035, 5820, 7690) 1000-1999: Certificated Personnel Salaries LCFF \$155,672.67</p> <p>LCSF and Title 1, Title IV (RS 0000, 3010, 4127, 7311) 5000-5999: Services And Other Operating Expenditures Title I \$8,984.63</p> <p>0001 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0.00</p> <p>0001 4000-4999: Books And Supplies Supplemental and Concentration \$2,314.75</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>School Secretary/Office Manager will maintain student data in CALPADS, communicating regarding the information using postage and other office supplies</p>	<p>2000-2999: Classified Personnel Salaries RS 0000 \$34,878</p> <p>4000-4999: Books And Supplies RS 0000 \$4,050</p>	<p>0000 2000-2999: Classified Personnel Salaries RS 0000 \$32,967.75</p> <p>4000-4999: Books And Supplies RS 0000 \$6,151.00</p>
<p>100% of school site staff will attend at least one PD opportunity and implement what they have learned.</p> <p>Office staff will communicate with families regarding attendance at each trimester mark and will use School Wise Attendance System for tracking data.</p> <p>Administrative Review- Administrator will review student progress each trimester and will follow up with students, and/or families as needed, providing additional supports for families seeking outside resources and additional support for students on campus.</p>	<p>See goal 1, action 1 See goal 1, action 1</p> <p>Aide training and direct service 2000-2999: Classified Personnel Salaries RS 0000 \$2068</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,406</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$43,195</p>	<p>See goal 1, action 1 See goal 1, action 1</p> <p>Aide training and direct service 2000-2999: Classified Personnel Salaries RS 0000 \$9,122.27</p> <p>0001 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$7,778.98</p> <p>0001 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$44,109.02</p>
<p>School will contract out for crisis related services and interventions from outside agencies.</p> <p>School will maintain appropriate, standards aligned instructional materials, books, instructional services, accessible to 100% of the students</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$134</p> <p>4000-4999: Books And Supplies Lottery \$3,242</p> <p>RS000 and 1100 5800: Professional/Consulting Services And Operating Expenditures RS 0000 \$4,683</p> <p>4000-4999: Books And Supplies Lottery \$7,934</p>	<p>0001 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0.00</p> <p>0015, 1100, 6300 4000-4999: Books And Supplies Lottery \$4,790.69</p> <p>0000, 1100 5800: Professional/Consulting Services And Operating Expenditures RS 0000 \$3,256.30</p> <p>0000, 0015, 1100, 4127, 6300, 3182 4000-4999: Books And Supplies Lottery \$13,305.31</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Field Trip Instructional 5000-5999: Services And Other Operating Expenditures RS 0000 \$3042	4127, 0000 5000-5999: Services And Other Operating Expenditures RS 0000 \$1,374.73
Provide computer and technology hardware/software, connectivity and maintenance for students to access a broad range of online resources	GL-FN 1133-1000 supplies and services LCFF \$2,854	0000, 4127, 7388 LCFF \$6,302.27
The school will celebrate student achievement with assemblies, awards, and celebrations.	See Goal 1, action 3	See Goal 1, action 3
School will retain a SPED teacher and contract out for other SPED services as identified on IEPs and will include parent input in decision making.	1000-1999: Certificated Personnel Salaries Special Education \$14,622 2000-2999: Classified Personnel Salaries Special Education \$13,596 4000-4999: Books And Supplies Special Education \$256 5000-5999: Services And Other Operating Expenditures Special Education \$16,142 Chargeback/indirect Special Education \$402	3310, 6500, 7690 1000-1999: Certificated Personnel Salaries Special Education \$17,045.16 2000-2999: Classified Personnel Salaries Special Education \$10,416.16 4000-4999: Books And Supplies Special Education \$620.19 5000-5999: Services And Other Operating Expenditures Special Education \$3,657.78 Chargeback/indirect Special Education \$401
Aide support in classrooms and after school a total of 30 minutes a day.	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,624	0001 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,472.96
Transportation to school	5800: Professional/Consulting Services And Operating Expenditures RS 210 \$22,018 2000-2999: Classified Personnel Salaries RS 210 \$7,204	0210 5800: Professional/Consulting Services And Operating Expenditures RS 210 \$19,643.76 0210 2000-2999: Classified Personnel Salaries RS 210 \$6,667.66

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Transportation Supplies 4000-4999: Books And Supplies RS 210 \$871.82  Capital Outlay 6000-6999: Capital Outlay Other \$37,716.77
Maintain low class sizes through additional credential teacher to provide more targeted, effective instruction.  Provide after school enrichment program	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$64,205  1000-1999: Certificated Personnel Salaries RS 6010 \$1,298  2000-2999: Classified Personnel Salaries RS 6010 \$38,839  RS 6010 \$3,391  \$1240  \$2177	0001 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,163.44  6010, 7690 1000-1999: Certificated Personnel Salaries RS 6010 \$487.17  2000-2999: Classified Personnel Salaries RS 6010 \$46,751.47  RS 6010 \$2,419.00  \$1,051.36  \$878.14

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, we did an excellent job of meeting our LCAP agreements and allocating funds in alignment with our district values, as identified by our stakeholders.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, there is a palpable positive shift in school culture, as identified by stakeholder input. Academic achievement has also improved, as measured by district assessments. The district purchased a new van, which has been utilized during distance learning to deliver program materials as well as school meals and which will be used to transport students to and from school in the future. We were also able to purchase new chromebooks, headphones, and wireless hotspots plus the service needed to run those hotspots, so that all students have equal access to internet-based learning.

## Goal 2

Peninsula School is a safe and healthy environment for learning.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Metric            2.1 Parent survey, staff input</p> <p><b>19-20</b>            Maintain 95%, and maintain at least 90%</p> <p><b>Baseline</b>            Family Perceptions of School Safety are at 95% and staff survey is at least 90%</p>	<p>Not measured due to the pandemic.</p>
<p><b>Metric/Indicator</b>            Metric            2.2 Student suspension/expulsion data, administrator log</p> <p><b>19-20</b>            Maintain &lt;5%</p> <p><b>Baseline</b>            Less than &lt;5% of student body for suspensions and expulsions</p>	<p>Partially met. 15 students (34%) were suspended during the school year; 0 (0%) were expelled.</p>
<p><b>Metric/Indicator</b></p>	<p>Our facilities continue to be maintained and reviewed annually using the FIT. This year's FIT score is 95% (Good).</p>

Expected	Actual
<p>Metric 2.3 Facility needs will be reviewed annually using FIT, and/or site based maintenance checklist. Needs identified each year will set priorities for maintenance work</p> <p><b>19-20</b> Maintain at least 95%</p> <p><b>Baseline</b> Current FIT report at 95%</p>	
<p><b>Metric/Indicator</b> Metric 2.4 Parent participation and input data - i.e. attendance at any type of school function, volunteer numbers, survey and classroom teacher records.</p> <p><b>19-20</b> At least 75% of families attend a school event.</p> <p><b>Baseline</b> Over 70 of families attended one or more school event</p> <p><b>Metric/Indicator</b> Metric: 2.5 Counts of public events taking place on campus</p> <p><b>19-20</b> Our school will host at least 2 community events</p> <p><b>Baseline</b> Our school hosted two community events</p>	<p>Partially Met: No school functions were held due to the pandemic. An engagement survey was administered via GoogleForms. Parents who filled out this survey rated Peninsula Union School a 5 (full implementation and sustainability) in the area of building relationships, a 5 for providing professional learning and support to teachers and staff, a 4 (full implementation) for providing families with information and resources to support student learning and development, a 4 for implementing policies or programs for teachers to meet with families and students to discuss student progress, a 4 for progress in supporting families to understand and exercise their legal rights, and a 4 in each area for seeking input and decision making. Overall, these results are very positive.</p> <p>Almost met: Our school was scheduled to host 3 community events this year but the third one was canceled due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> Metric: 2.6 Student Surveys about student centered culture</p> <p><b>19-20</b> 90% student survey, students feel included in school/involved or very involved in</p>	<p>Not measured due to the pandemic.</p>

Expected	Actual
<p><b>Baseline</b> 75% student survey, students feel included in school/involved or very involved in</p>	
<p><b>Metric/Indicator</b> 2.7 Parent Engagement in Decision Making and Parental Participation in programs for SWD</p> <p><b>19-20</b> Over 10% of families contribute to the decision-making process through attending LCAP related events or through correspondence, and over 50% complete the survey and all IEPs have parent involvement in their development.</p> <p><b>Baseline</b> Over 10% of families contribute to the decision-making process through attending LCAP related events or through correspondence, and over 50% complete the survey and all IEPs have parent involvement in their development.</p>	<p>Met. Over 10% of families participated in School Site Counsel or contributed to our annual LCAP process; all parents are involved with the development of their students' IEPs.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>School admin will engage in dialogues and surveys to gather input from families and teachers regarding safety on campus and school connectedness.</p> <p>Superintendent will facilitate the school developing policies and practices in alignment with restorative practice circles and community building circles to support student self-regulation and relationship repairing skills.</p>	<p>1000-1999: Certificated Personnel Salaries RS 0000 \$14,258</p> <p>See goal 2, action 1</p>	<p>0000, 7690, 3182 1000-1999: Certificated Personnel Salaries RS 0000 \$21,511.91</p> <p>See goal 2, action 1</p>
<p>School will retain maintenance personnel to do ongoing upkeep for the school as well as ongoing custodial services to maintain school safety, as well as necessary supplies and services.</p>	<p>RS0000 2000-2999: Classified Personnel Salaries RS 8150 \$45,575</p> <p>4000-4999: Books And Supplies RS 0000 \$15,049</p>	<p>RS0000, 0230, 8150 2000-2999: Classified Personnel Salaries RS 8150 \$41,612.75</p> <p>4000-4999: Books And Supplies RS 0000 \$32,797.66</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	5000-5999: Services And Other Operating Expenditures RS 0000 \$2,822  GL-FN 1416-3900 2000-2999: Classified Personnel Salaries RS 0000 \$6,810	5000-5999: Services And Other Operating Expenditures RS 0000 \$26,676.26  0000 2000-2999: Classified Personnel Salaries RS 0000 \$6,218.14
There will be at least 2 educational and/or school culture building events that parents are invited to throughout the year, hosted by staff receiving a stipend, and/or volunteers	See Goal 1, action 2, included in salaries and benefits	See Goal 1, action 2, included in salaries and benefits
Credentialed staff will host at least 2 school hosted community events on campus that are publicly advertised and may receive a stipend	See goal 1, action 2, included in salaries and benefits	See goal 1, action 2, included in salaries and benefits
Principal will survey students regarding their preferences and experiences at school and will promote a student centered school culture	1000-1999: Certificated Personnel Salaries RS 0000 \$33,019	0000, 7690, 3182 1000-1999: Certificated Personnel Salaries RS 0000 \$50,202.10
All students have multiple opportunities for field trips per year.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1200	0001 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30.55



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, we did well at implementation of our actions and services relating to maintaining a safe and student centered school culture. We were able to stick closely to our LCAP goals and actions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Based on the surveys of our stakeholders and review of safety on campus, we were effective at maintaining a safe and student centered school space. We would like to see more improvement to student surveys of their level of involvement on campus, perhaps through increasing student stakeholder input in decision making processes. The pandemic presented some unique challenges and our budget changed to meet them; the FTE for our Superintendent-Principal was temporarily increased to allow for additional support for both students and staff alike; we also purchased supplies and books for distance learning that were not originally anticipated when we built the budget. We also added temporary positions of PBIS coordinator and a transportation stipend for our Custodian, who has been transporting meals and program materials to households during the pandemic, as well as extra supplies and additional time for sanitizing classrooms, offices, and the school van.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>In person instructional offerings will be offered based on board approved science-based safety parameters. These are being updated as more information is available about COVID-19 and virus transmission risks. Here are the criteria as of 9/29/2020:</p> <p>Peninsula Union School District Health and Safety Standards for Reopening Classrooms Last modified 9/24/2020</p> <p>Due to the changing nature of science and circumstances during a pandemic, the District acknowledges the following standards will likely change/evolve over time and that decisions on reopening classrooms need to be made based on the best data driven, scientifically founded practices available to date. Based on the District’s current understanding of COVID-19 and how it is transmitted, and in collaboration with a range of specialists (medical doctor, public health nurse, contact tracer, etc.), the following are the community health and safety metrics for making facilities reopening determinations while COVID-19 is still present in Humboldt County:</p> <p>Community transmission: zero cases remaining “under investigation” for over three days, and zero community transmission cases in the last 21 days.</p>	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Explanation: If there are community transmission cases, or cases left under investigation for 3 or more days, that is a strong indicator that the virus is actively moving through our community in untracked/unmanaged ways, posing an unreasonably high risk of infections were our district to reopen. Contact tracing is not effective if delayed by prolonged investigations. Robust testing with prompt and thorough contact tracing is the primary way to preventing school based infections.</p> <p>Testing: several testing criteria need to be in place in order to safely reopen. Specifically, at least 5-10% of our local population needs to be tested on a weekly basis. Also test results need to consistently be returned within 48 hours so that positive cases may be isolated before further spread. Additionally, our local percentage of tests returning as positive for COVID-19 needs to be under 3%. Testing needs to be readily available for all members of the community, regardless of perceptions of individual risk levels.</p> <p>Explanation: These are standard. Availability of testing, use of testing, and promptness of results are among the base criteria for assessing the prevalence of COVID-19 in any community. Test positive rates over 3% indicate many community members are carrying and spreading the virus without getting tested. The lower the test positive rate, the lower that likelihood. Over 3% indicates unsafe community conditions for reopening and indicate an immediate need in increased testing and contact tracing.</p> <p>Medical capacity: Our local medical capacity needs to be rated at a 1 (the so-called “new normal”) in order for schools to reopen. Hospital beds and available ventilators can rapidly go from available to impacted, as our country has seen in New York and other places.</p> <p>Explanation: Due to the potential for rapid spread, and the risks of</p>			

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>medical personnel becoming infected, medical capacity can quickly deteriorate, resulting in unnecessary and preventable loss of life. This is what happened in Italy and New York City in the Spring of 2020. Given our small, rural health care setting, the potential for rapid deterioration of medical infrastructure is increased.</p> <p>Lowering infection numbers in the region: Number of new infections decreasing over a three week period is a prerequisite to considering reopening, per the White House guidelines on Reopening America: <a href="https://www.whitehouse.gov/openingamerica/">https://www.whitehouse.gov/openingamerica/</a></p> <p>Explanation: When infection rates are rising, there is danger of rapid escalation of cases, which may overwhelm our local medical system and result in preventable death and harm to human life. Trends of increasing infection indicate increased caution is necessary. Decisions to reopen any public spaces are contraindicated when infection rates are on the rise.</p> <p>Partnership with County Health: The Humboldt County Health Department needs to be in active partnership with our school district in order for us to safely reopen. This partnership includes their providing prompt notification if a student, or a member of a student’s household or germ-bubble* tests positive for COVID-19 or is put under quarantine/self-isolation due to a potential exposure to a known infectious person.</p> <p>Explanation: Recent studies confirm that COVID-19 spreads through aerosol sprays, thus everyone sharing a household is at risk when any member of the household may have been exposed to COVID-19. Since many infected individuals are asymptomatic, false negative test results are common, and the latency period for COVID-19 is several days to weeks (especially if test results are delayed in their return speed), it is essential for school safety that students remain home if</p>			

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>anyone in their household/germ-bubble has had close personal contact with someone who has COVID-19. Due to stigma, the need for child care, misunderstandings around the risks of COVID-19, and individual factors, relying on families to accurately assess risk and proactively communicate with schools about potential dangers is unrealistic. Triangulating public health communications through families and expecting families to self report risks to schools is unreasonable given the presence of complex social and political factors. Clear and direct communication with public health is essential so that crucial information is communicated promptly and accurately, thereby allowing schools to support students and families by promptly implementing safety precautions at the school level when specific risks are present.</p> <p>* Germ-bubble refers to any person who a student has had close personal contact with in the past 3 weeks.</p> <p>When community health and safety metrics allow, students who have experienced significant learning loss due to school closures and/or those who are of greater risk of experiencing learning loss will be considered for 1:1 and/or small group in person instructional sessions on campus. Learning loss is measured by ongoing assessments, implemented by GE teachers and SPED teachers.</p> <p>The district has purchased outdoor weather protection equipment for when outdoor in person learning is adequately safe to resume. Based on the community health metrics regarding test-positive rates for COVID-19, the number of new cases per 100,000 residents, the prevalence of community transmission cases and other science based criteria, PUSD is prepared to resume on campus learning using an incremental process for expanding programming, beginning with individual learning sessions, and moving towards small group, and then larger group sessions on campus, outdoors as weather permits. Once further health metrics are met, ensuring adequate</p>			

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>safety parameters, small group indoor instruction may resume. This gradual process is designed to support our highest needs learners, whether they be SPED students, ELL students, Foster youth or other students showing substantial learning loss. It is also an opportunity for students to gradually reintegrate onto campus while learning the new safety protocols, including over 6 feet of physical distance, mask wearing, and frequent handwashing.</p> <p>All students receiving specialized services will continue to receive appropriate support in accordance with their individual learning plan. The general education programming is being offered in 7-9 week increments of Distance Learning, with the potential for a transition towards on campus learning mid session if health metrics allow.</p>			

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Peninsula Union School opened for hybrid learning on March 22, 2021 following the criteria above.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Distance learning, referred to as distance education, e-learning, and online learning, is a form of education in which the main elements include physical separation of teachers and students during instruction. Distance learning models use various technologies and methods to facilitate student-teacher and student-student communication. Commonly, there are four primary characteristics of distance learning.</p> <p>First, distance learning is by definition, carried out through schools; it is not self-study or nonacademic learning.</p> <p>Second, physical separation is assumed in distance learning. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students.</p> <p>Third, distance learning connects students within a classroom to other students and the teacher. Interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communication systems become better developed and widely available.</p> <p>Finally, distance learning, like any education, establishes a learning group, which is composed of students, a teacher, and instructional resources—i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Social networking on the internet can promote the idea of social connection. In a distance learning setting, such networking can enable students connections with each other and thereby reduce their sense of isolation.</p>	0	68,215.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Elementary and Secondary Emergency Relief funds, Governor's Emergency Education Relief funds, Coronavirus Relief funds, and Proposition 98 funds are being used, each in accordance with their guidelines and parameters, to support school safety and student learning. Primarily, they are being used to purchase instructional materials and online memberships that will support student learning at home. Our plan, as created collaboratively with all stakeholders, is to continue supporting students and their families through providing technology for home use, and providing access to a range of curriculum including hands on activity based programs and online digital platform access.</p> <p>COVID-19 Responsive Distance Learning</p> <p>PUSD will offer distance learning for students in 8 week increments until such time as it is deemed safe to return to face-to-face instruction. Those decisions will be in part guided by local information from Humboldt County Department of Public Health, as well as the PUSD Superintendent, and School Board's assessment of whether the prerequisite health standards have been met locally in order to reopen facilities to students safely. The Distance Learning program includes a broad range of study and is transferable to on campus learning if said environment is deemed safe enough for the program to shift modalities. The program will maintain continuity in programming if it is transferred to an on campus learning delivery system so that the transition back to distance learning, in the event that is necessary, will be smooth and without educational interruption even as the model of delivery changes.</p> <p>Our school was already using a range of online curriculum resources prior to the pandemic, such as Moby Max, ALEKS, Prodigy, Social</p>			



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Studies Weekly, Discovery, and more. Our other curriculum is easily accessible through in person or distance learning modalities so providing comprehensible curricular access has not been a challenge.</p> <p>All of our distance learning programs have been designed using a Universal Design for Learning model, differentiating them so that all students, including those with disabilities, are able to meaningfully access and participate in learning activities. For example, written assignments can be turned in through an audio file for students for whom that modification is appropriate per their IEPs.</p>			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The district failed to complete its original LCP, so no numbers were budgeted on that document.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**Access to Devices and Connectivity:**  
 PUSD received a grant during the 2018-19 school year that allowed us to obtain 1:1 technology, using chromebooks and iPads. Since then, we have been able to acquire additional Chromebooks to replace any that have been damaged or lost through grant funds and donations. PUSD purchased plenty of Hot Spots in March, 2020 when the initial shutdown occurred to ensure internet access for any student households requesting assistance. We check out the chromebooks, iPads and Hot Spots based on the survey results of families within our district. Device distribution occurred in August, with ongoing opportunities for families moving into our district mid school year. Additional distribution days will be added to the schedule as needed. Also, we have a tech team of staff at our school who assist families who are struggling with access. All classroom teachers contacted each of their students prior to the first day of instruction to also assess what additional needs their students may have in order to actively participate in our distance learning program.

#### Pupil Participation and Progress:

PUSD will track daily attendance and engagement through our online tracking database. We will outreach to any student households where a student misses 2 or more days/40% of the days in a week or who are not meeting their instructional minutes through work completion and synchronous class time sessions. We adhere to the state's instructional minutes requirements and will continue to evaluate the robustness of our instructional program as we move forward, rolling out programming.

For each grade level, a daily schedule has been created to account for daily instructional minutes. There are both synchronous and asynchronous opportunities for participation. Asynchronous learning activities are provided instructional minutes values to account for a full learning week.

#### Distance Learning Professional Development:

PUSD is committed to providing all staff with the training and support necessary to be able to deliver a high quality distance learning program for each of our students. This includes training in new software such Zoom, Google classroom, and other systems. Teachers have also been provided with the opportunity to participate in a range of professional development sessions, focusing on the use of technology, and how to engage students during distance learning. We have offered several such trainings and will continue to provide related support.

PUSD has a designated instructional coach who supports teachers with a variety of student centered strategies. This includes but is not limited to: technology integration and support, goal development, facilitating empathy interviews, and more.

Teachers and staff will receive on-going training and support while we are in the distance learning format. These will include a focus on how to integrate Trauma informed practices and Positive Behavioral Intervention Supports into a distance learning framework.

All teachers and staff will have completed the mandated training required by the State of California by September 30, 2020.

#### Staff Roles and Responsibilities:

##### Administration:

- Ensure adherence to all COVID-19 protocols

- Work with local Public Health to develop appropriate in-person COVID-19 protocols

- Monitor quality of distance learning implementation

- Collaborate with neighboring school districts to ensure as much program alignment as possible

- Stay up to date regarding COVID-19 updates

##### Teachers:

- Develop high quality distance learning lessons for your students

- Provide accommodations and supports to students with individualized needs

- Provide daily synchronous and asynchronous lessons, practice and assignments

- Provide instructional resources and supplies your students need to progress

- Hold regular "office hours" to connect and support your students and families

- Communicate a minimum of one time every three weeks with families regarding student engagement and progress

- Engage in Professional Development (PD) intended to support distance learning

- Attend district and site meetings, monitor district and site communications regarding school closures, distance learning, and continuing support of students

**Staff:**

Work with site admin to determine the specific nature of your assignment

Most Instructional Aides will serve as the support for an assigned cadre of students

Some classified staff will be asked to work outside of their classification per negotiated agreement

Staff will be expected to participate in all assigned professional development activities

**Supports for Pupils with Unique Needs:**

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by their Case Carriers or 504 Coordinators. Case Carriers and 504 Coordinators will communicate with families directly to determine needed support for all students to access their education and make progress toward their goals. Case Carriers and 504 Coordinators will work with General Education Teachers to ensure that all students have access to the General Education Curriculum.

Students will be provided individualized work and will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures. All school programs have been developed using a Universal Design for Learning model, allowing for the use of embedded differentiation supports throughout the course content.

PUSD has recently assigned one of our office team to the role of Foster Youth/Homeless Liaison. This individual will case manage students with this designation to ensure their unique needs are met.

PUSD contracts with Humboldt County Office of Education for the participation of a qualified English Learner credentialed teacher who works with classroom teachers to ensure our 1 EL student's needs are being appropriately supported as well as conducting necessary testing/assessments for our EL student. We also have a bilingual staff member and access to other translators who are able to communicate with families in spanish if necessary. At this time, we do not have any households where the adults do not speak english. All of our course work included and ELD component, with integrated supports that are accessible to all students, including our one ELL student.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>PUSD is prepared to assess all students to determine their current ELA and math proficiency. Depending on the results, students will be grouped into small learning groups where the assigned teacher and instructional aide will offer targeted instruction via synchronous and asynchronous options within our distance learning model. PUSD will consider providing on-site instruction for students with specific needs as the team finds appropriate and as safety metrics allow for it. These services would likely be delivered outdoors in open air classroom spaces within a 1:1 setting or very small group setting following appropriate distance learning protocols.</p> <p>We will use up to \$20,000 of our \$68,215 funds to purchase additional online programs for students who are identified as needing additional resources and support through our ongoing assessment process and will use funds to provide those on an as needed basis.</p>	0	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The district failed to complete its original LCP, so no numbers were budgeted on that document.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our formative assessment results will allow us to appropriately group and differentiate for all levels of learners. Additionally, we are determining the essential English Language Arts, English Language Development and math standards for each grade level and will primarily focus on those essential standards. Our small class sizes of approximately 10 students per classroom allow for a highly

personalised learning environment for students. We will also use summative assessments as needed to monitor pupil progress. These assessments will occur within our trimester school calendar.

PUSD has access to several online learning platforms. These programs will offer significant supplemental supports in the areas of guided practice, assignments and assessments. We will develop a comprehensive student engagement/participation protocol and will implement intervention strategies for those who are not participating at an appropriate level. This will include offering specific social/emotional support and family communication.

All students receiving specialized services will continue to receive appropriate supports in accordance with their plan. Progress on goals will be regularly assessed and plan modifications will be made accordingly.

Further, when we return to on-site instruction, we will work with our Expanded learning (after school ) Program, to offer related interventions and support after school hours in order to address any learning loss needs.

PUSD is partnering with Humboldt County Office of Education Foster/Homeless Division and the Manila Family Resource Center to ensure that students and families have appropriate out of school support as appropriate.

In partnership with our teachers, PUSD will conduct routine benchmark assessments to determine student proficiency in ELA and mathematics over the course of the year and will modify the instruction appropriately. The results of such benchmark assessments will help us to determine if our instructional methods are effective at addressing learning loss. We will collaborate in grade level teams to further identify learning loss strategies over the course of the year and will modify and differentiate accordingly.

Our english learner will be monitored through ongoing formative assessments. Since nearly 100% of our student body qualify as low income, our low income student supports are fully integrated into our programs. We have integrated supports and resources available to all students since virtually none of our student body do not meet the criteria for english language learners, low income, foster youth, SPED, or students experiencing homelessness. We have a resource binder for connecting families with community resources, a clothing closet for students to access, a door to door food and household supplies delivery system for supporting our students and households during the pandemic, and multiple methods of communication available for families to access these supports so that basic needs are being met, thereby increasing the student/families capacity for accessing learning resources. We provide 100% of necessary school supplies, including paper and pencils, as well as art supplies, science equipment, recreational reading materials, hot spots, computers, and instructional

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

PUSD is currently participating in a grant opportunity that focuses on the Mental Health and Social and Emotional Well-Being for all students in the district, namely, the Humboldt Bridges to Success Program. We also partner with a local social worker who focuses on school based programs to support our staff around secondary trauma and resilience building. We have an MTSS coordinator within our district and three tier behavioral and social/emotional interventions. Our administration advocates for policy revisions and/or changes related to intra- and inter-agency referral protocols, and procedures related to Universal Screening.

The district offers ongoing professional development for all staff focusing on “Youth Mental Health First Aid”, and “Equity and Inclusion” training during the 2020-21 school year.

The district will continue to work with outside agencies (such as the Humboldt Bridges to Success program) to provide and increase SBMH services. We will analyze and refine district-wide mental health referral protocols to track referrals to school- and/or community-based services. PUSD will analyze and refine the post referral process, following up with district personnel as well as outside agencies to ensure students receive mental health or related services after referrals. PUSD will work towards formalizing a partnership with Two Feathers Native American Family Services, Humboldt Open Door Clinic, and will continue to work in partnerships with Humboldt/Del Norte SELPA, and Humboldt Bridges to Success Program. PUSD will continue to investigate potential funding opportunities to sustain such services.

We have daily contact with all of the students, and monitor mental health indicators through those interactions. Concerns are brought to our designated mental health staff members who respond with resources according to needs. Students demonstrating ongoing mental health challenges will be monitored on an ongoing basis so that supports can be adapted as needed.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

PUSD strongly believes in the critical importance of consistent attendance and engagement in school. This is true regardless of what school looks like as we return this fall. We want our students to be engaged: interacting, thinking and connecting. Our LCP takes into account all of the recommendations and guidance from federal, state and county Public Health and Education Offices. COVID-19 has presented new challenges in regards to attendance and engagement monitoring. As a result of our learnings from this past spring, along with borrowings from the Sacramento City unified School District processes, PUSD will define student engagement through their live connections with teachers during the school day, and their participation in their educational programming through synchronous and asynchronous course work completion and participation. These will be monitored for every student weekly so that obstacles to access can be identified and addressed promptly as they happen. If any student does not complete the minimum basic course work for the

week, or does not meet the State threshold for daily attendance, they will get a phone call or email from the teacher to discuss reengagement strategies. If there are repeated instances of not attending or completing work, a formal meeting will be held to collaborate on solutions to any barriers that are occurring. If the results of that meeting do not include meeting the attendance and participation requirements, the family will be referred to our local Student Attendance Review Board for further action. All communications will be available in a language accessible to the student's guardians, whether that language be english or another language that is spoken in their home. Also, for families who have limited literacy, we will read any needed correspondence if necessary so that all families are able to access communications from the school.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The district operates Community Eligibility Provision (CEP) where all students have access to school meals at no cost. Our meals programs continue to run throughout the pandemic. We offer a door to door delivery program for our students who live within district boundaries and offer food pick up from the parking lot for students who attend our school but live outside of our district. Given the small number of students our district serves (currently around 32), our food program has been able to run continuously using our school van to complete daily delivery runs. All meals meet the requirements of the USDA school meal programs. Meals for in-person instruction will be served in the classrooms or outdoors on campus for students in germ cohorts if and when school facilities reopen. Staff will use carts with transport bags to deliver hot and cold meals to each classroom or cohort. Staff will count meals by name using a student roster. Names will be entered into the POS system daily at the end of each service.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students	0	0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There are several actions that are contributing to the increased/improved requirement that are being implemented across PUSD. Some of these actions already exist within the previous Local Control and Accountability Plan (LCAP) whereas some are unique to the school closure/distance learning context. Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district is distributing chromebooks and iPads to any student in need and will attempt to make hotspots available to some students on a case by case basis.

Specific outreach is being facilitated by case carriers, classroom teachers, administration as well as other staff. Recent coaching and trainings have been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. We are working on the roll-out of Universal Design for Learning (UDL) practices. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. Our instructional coach and MTSS coordinator are key leaders in this effort. Students who are historically less likely to self-advocate or have advocates at home, will have increased access to social emotional supports and access to school based supports such as short-term counseling, and friendship groups through the intern social worker our campus is hosting this year.

Teacher Collaboration is a critical component to our distance learning plan. This time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include Universal Design for Learning (UDL), Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small groups and 1 on 1 synchronous instruction can be used most effectively. All of these



focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

The goals for foster youth, English Learners, and low-income students are to ensure that all students have basic needs met so they are available for learning. We meet these needs through networking families with resources, providing basic support and services to the maximum degree allowed, and maintaining strong relationships with families so resourcing occurs promptly, allowing all students to access their education without hindrance. Since around 100% of our student body falls under at least one of these categories, supports are integrated throughout our programming and readily available for all students to access as needed.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Our LCP did not include any specific numbers, but followed items according to our agreement.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Peninsula Union School rose to the occasion and served all of its students well during the coronavirus pandemic. We've learned a lot during this school closure, and look forward to resuming in-person instruction for full days for all students in the 2021-2022 school year.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	587,944.00	691,443.58
	3,417.00	1,929.50
LCFF	158,926.00	161,974.94
Lottery	11,176.00	18,096.00
Other	0.00	37,716.77
RS 0000	120,679.00	190,278.12
RS 210	29,222.00	27,183.24
RS 6010	43,528.00	49,657.64
RS 8150	45,575.00	41,612.75
Special Education	45,018.00	32,140.29
Supplemental and Concentration	120,264.00	121,869.70
Title I	10,139.00	8,984.63

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	587,944.00	691,443.58
	10,064.00	11,051.77
1000-1999: Certificated Personnel Salaries	327,277.00	354,191.47
2000-2999: Classified Personnel Salaries	159,000.00	164,008.14
4000-4999: Books And Supplies	31,423.00	60,851.42
5000-5999: Services And Other Operating Expenditures	32,145.00	40,693.40
5800: Professional/Consulting Services And Operating Expenditures	28,035.00	22,930.61
6000-6999: Capital Outlay	0.00	37,716.77

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	587,944.00	691,443.58
		3,417.00	1,929.50
	LCFF	2,854.00	6,302.27
	RS 6010	3,391.00	2,419.00
	Special Education	402.00	401.00
1000-1999: Certificated Personnel Salaries	LCFF	156,072.00	155,672.67
1000-1999: Certificated Personnel Salaries	RS 0000	47,277.00	71,714.01
1000-1999: Certificated Personnel Salaries	RS 6010	1,298.00	487.17
1000-1999: Certificated Personnel Salaries	Special Education	14,622.00	17,045.16
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	108,008.00	109,272.46
2000-2999: Classified Personnel Salaries	RS 0000	43,756.00	48,308.16
2000-2999: Classified Personnel Salaries	RS 210	7,204.00	6,667.66
2000-2999: Classified Personnel Salaries	RS 6010	38,839.00	46,751.47
2000-2999: Classified Personnel Salaries	RS 8150	45,575.00	41,612.75
2000-2999: Classified Personnel Salaries	Special Education	13,596.00	10,416.16
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	10,030.00	10,251.94
4000-4999: Books And Supplies	Lottery	11,176.00	18,096.00
4000-4999: Books And Supplies	RS 0000	19,099.00	38,948.66
4000-4999: Books And Supplies	RS 210	0.00	871.82
4000-4999: Books And Supplies	Special Education	256.00	620.19
4000-4999: Books And Supplies	Supplemental and Concentration	892.00	2,314.75
5000-5999: Services And Other Operating Expenditures	RS 0000	5,864.00	28,050.99
5000-5999: Services And Other Operating Expenditures	Special Education	16,142.00	3,657.78
5000-5999: Services And Other Operating Expenditures	Title I	10,139.00	8,984.63
5800: Professional/Consulting Services And Operating Expenditures	RS 0000	4,683.00	3,256.30
5800: Professional/Consulting Services And Operating Expenditures	RS 210	22,018.00	19,643.76
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	1,334.00	30.55

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
6000-6999: Capital Outlay	Other	0.00	37,716.77

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	469,211.00	512,394.21
<b>Goal 2</b>	118,733.00	179,049.37

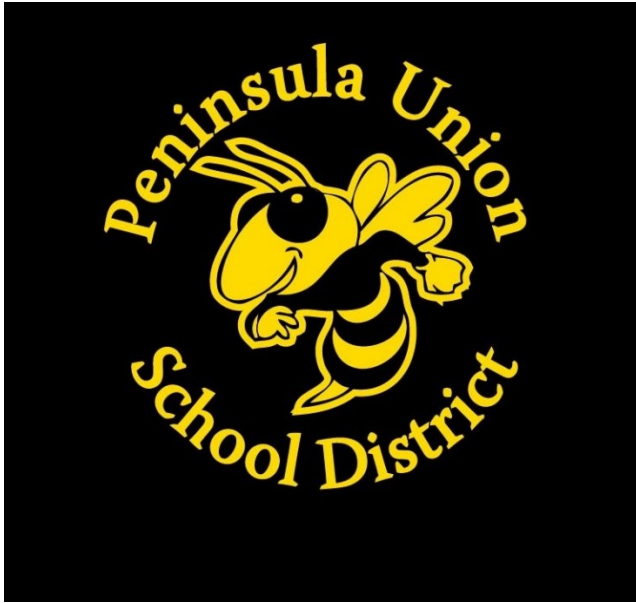
\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings		
Distance Learning Program		\$68,215.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and</b>		\$68,215.00

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and</b>		

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings		
Distance Learning Program		\$68,215.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and</b>		\$68,215.00



# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peninsula Union School District	Lark M. Doolan Superintendent	ldoolan@peninsulasd.org 707.443.2731 x111

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Peninsula Union School District serves the communities of Samoa and Fairhaven, as well as a portion of Manila. Our unduplicated student population is over 90%, and the majority of those students qualify as living at or below the poverty line. Enrollment has been around 40 students during the 2020-21 school year. Given the significant proportion of students within the district who live at or below the poverty line, our low incidence interventions are provided to all students in an effort to reduce stigmatization.

Peninsula Union School District is very small, and utilizes multiple methods outside of the dashboard to assess progress on the LCAP. These include: curriculum based data, observations, customized data collection, sign in sheets, student/staff/parent surveys, and any other methods that the district deems appropriate.

No students were suspended from school during the 2020-21 school year.

Metrics and other information relative to high schools are not relevant to Peninsula Union School District as a K-8 district, and are not included in the LCAP. These include: Priority 4 (percentage of students who have successfully completed a-g courses or approved CTE sequences, percentage who have passed the AP exam with a score of 3 or higher, percentage who demonstrate college preparedness via EAP or subsequent indicators), Priority 5 (high school graduation and dropout rates).

The state API (Academic Performance Index) is no longer being calculated by the State.

Due to our small pupil count, ELA data is not reported in the state dashboard. The state dashboard does not reflect any data from the 2020-21 school year due to the pandemic.

The small community that Peninsula Union School District serves is changing a great deal this summer; a new low-income housing development has been opened, which has led to a small uptick in enrollment at the end of the 2020-21 school year which we expect will continue on an upward slope. More changes to the local area are expected, including the installation of a large-scale fish farm as well as a new fiber-optic networking business, which may potentially bring more families with elementary-aged children into the area to work.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Peninsula Union School District did a great job serving the local community during the pandemic. Our students continued to receive a wide variety of educational opportunities via weekly deliveries of program materials, including Nature-Based Learning, Learning the World through Music, and Learning in the Kitchen (one of our most popular programs). Students also received daily meal deliveries, including breakfasts, lunches, snacks, and suppers; the district was also able to reach out to the community to garner support and gathered \$13,000 in donations to offer support to members of the local community that are not students who needed additional support (North Coast Journal wrote an article about this, called "The Little School That Could"). We provided zoom classes that were engaging and interesting, and students attended fairly regularly. This year, the school also began to build an equity library, which includes authors from varied and diverse backgrounds who tell stories that our students can truly see themselves reflected in.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Peninsula Union School District's ELA and Math CAASPP scores have indicated that there is room for upward growth. Our plan for addressing this is multi-pronged: Part one in our plan to address needs is to continue to build our school as a resource for our unduplicated populations, especially those living in poverty, through further developing our onsite resources, and networking with local social service agencies, so that students are having their basic needs met and are able to focus on learning. The second aspect of our plan is to improve our school's curriculum delivery in ELA and Math, providing professional development in Common Core areas in order to fill in any gaps in current instructional practices. The third aspect to the plan is to provide professional development for all of our staff in socio-emotional supports, trauma informed instructional strategies, and/or socio-emotionally informed instructional delivery. The fourth aspect of this plan is to continue providing after school enrichment, tutoring, and intervention supports for students who are performing below grade level, which is also part of our three-tier MTSS Intervention model. Chronic absenteeism is also a concern that we are addressing; we are offering awards for students who attend 90%, 95%, and 100% of all school days, and we are also working to improve student attendance through participation in the local Student Attendance Review Board as of the 2019-2020 school year. Our suspension rate rose from 10.6% in 2018-19 to about 30% in 2019-20, indicating a need for more behavioral supports. To address this, Peninsula Union School is now hosting New Student Orientation groups to help orient students to our school's culture of caring. We also created a temporary PBIS Coordinator position, an MTSS coordinator and partnered with a social work intern to offer additional support to students in need.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Peninsula Union School District is continuing to focus on building equity while fostering social and emotional development for students, along with further developing our academic enrichment activities. The District has responded to community needs during the coronavirus pandemic, providing expanded food resources, access to online learning (including hotspots and chromebooks), and creating a robust and interesting distance learning menu for students to choose from during this difficult time. Peninsula Union School District continues to prioritize small class sizes at all grade levels, and targeted academic interventions for students below grade level. Peninsula Union School District also continues to develop supplemental educational opportunities for students through an after-school enrichment program and utilizing community resources. We have also hired a social work intern to provide services to students. In the coming years, Peninsula plans to keep this focus on equity and resiliency for our students, as well as improving academic outcomes by providing a stipend for a student intervention specialist, ensuring that highly qualified teachers are hired whenever possible, and providing awards and accolades to students who do well. We are also working to increase attendance by providing awards and daily communication with families.



# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Peninsula Union School

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Our single school district is small, so our administrator had been half-time (0.5FTE). Through CSI funds last year, we were able to temporarily increase our administrator's time by 0.3 FTE. This has been extremely beneficial to our students and staff alike, so we would like to continue utilizing these funds for this purpose to enable our administrator to continue to engage in a root cause analysis, so that he has time to engage stakeholders, identify causes, envision goals, strategize implementation plans and establish intervention programs for the 2021-22 school year. We also created a PBIS coordinator position, MTSS coordinator position, and created an instructional coach/intervention specialist position for the 2020-21 school year. For the 2021-22 school year we are also increasing staffing and administrative time in order to manage, review and maintain programs designed to reduce suspension rates and increase student attendance.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Students and staff will be assessed yearly, and targets adjusted as needed.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Discussions about prior LCAP progress took place between January 2021 and April 2021. Staff input was given at meetings on the following dates: 01/28/2021 and 02/04/2021. Board input was given at meetings on the following dates: January 21, 2021 and May 10, 2021. The School Site Council/ LCAP Advisory group met on 02/03/2021 and 04/29/2021 and provided input (including staff members serving on the school site council). During the above named dates, conversations took place identifying how we did on the prior LCAP, and discussing what our priorities are for the upcoming year, as well as creating action plans for how this year's goals could be best addressed. Peninsula Union School District is optimistic that all students will be back for in-person learning during the 2021-2022 school year, and is planning student support under that assumption. The specific areas we have identified to target for in-person learning are: funding for field trips (universally seen as a priority for the upcoming LCAP year.) From January through May of 2021, Peninsula Union School District requested input regarding how we are doing on our current LCAP and what we want on next year's LCAP via meetings with the Peninsula Union School Board, Classified and Certificated staff members, parents, and students. The teacher bargaining unit was invited to participate in the drafting of the LCAP and contributed to the drafting process on 01/28/2021. Examples of meetings that took place are as follows: Staff meeting on 02/04/2021, School Site Council on 02/03/2021, Parent LCAP meeting on 02/03/2021 and surveys sent out to families and students in early April of 2021.

A summary of the feedback provided by specific stakeholder groups.

An engagement survey was administered via GoogleForms. Parents who filled out this survey rated Peninsula Union School a 5 (full implementation and sustainability) in the area of building relationships, a 5 for providing professional learning and support to teachers and staff, a 4 (full implementation) for providing families with information and resources to support student learning and development, a 4 for implementing policies or programs for teachers to meet with families and students to discuss student progress, a 4 for progress in supporting families to understand and exercise their legal rights, and a 4 in each area for seeking input and decision making. Overall, these results are very positive. As a result of staff and parent input, we are increasing general education teacher FTE, and continuing to develop a socio-emotional and trauma informed educational environment, including further implementation and development of a restorative practices approach to school discipline. The consultations also resulted in our maintaining small class sizes and increasing our social services and socio-emotional supports for students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

In consulting with the stakeholder groups named above, Peninsula Union School is maintaining small class sizes and increasing our social services and socio-emotional supports for students, as reflected in our goals and actions.

# Goals and Actions

## Goal

Goal #	Description
1	Peninsula Union School Students will demonstrate improvement in academic outcomes as measured by multiple indicators.

An explanation of why the LEA has developed this goal.

Based on assessment metrics, students at Peninsula Union School have significant room for improvement in their academic scores.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Results	CAASPP results are not available for the 2019-2020 school year due to the pandemic; In 2018-19, our ELA scores were 99 points below standard; Math was 124.4 points below standards. Science scores could not be reported out due to small sample size (10 students or fewer).				Students at the Peninsula Union School District will see improved scores (at least a 2 point increase from prior year data) on their ELA and Math standardized tests.
Classroom Assessments for Students with Interventions	0% of students receiving tier 2 interventions have				At least 3% of all students receiving tier 2 intervention supports will improve an average of one

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	improved 1 grade level.				grade level compared to prior year data
CALPADS Reports	100% Fidelity				Maintain 100% fidelity (see Action Three)
Staff Credentialing / Professional Development	100% of credentialed staff are appropriately assigned, and 100% of staff attend at least one professional development opportunity per year.				All teachers (100%) will hold the proper credentials and will be appropriately assigned district-wide, attending at least 2 professional development opportunities per year.
Attendance Monitoring & Chronic Absentee Tracking	During the 2019-2020 school year up until the shelter-in-place, 56.52% of all students (26) were absent at least once; 13.04% of all students (6) were chronically absent.				District attendance rates will increase by at least 0.5%; district will maintain its truancy rate as no more than one student exhibiting chronic absenteeism.
Middle School Dropout Rate	Currently at 0% for the 2020-21 school year				Maintain a 0% middle-school dropout rate.
Student Suspension / Expulsion Rates	Currently at 0% for the 2020-21 school year				Maintain rates of under 10% of students without suspensions and/or expulsions.
Sufficiency of Instructional Materials	100% of students have access to standards-aligned				Maintain access to standards aligned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	materials as adopted by the state board				material at 100% for all students
CCSS Implementation; Teacher Planners and Classroom Observations	All students, including students with disabilities and English Language Learners, have access to a broad course of study including music, art, and science, and we continue to use and update/edit common core report cards as needed. Common core report cards were not utilized during the 2020-2021 school year due to the pandemic.				Continue to offer a broad course of study including music, art, and science to all students, including those with disabilities. Although Common Core report cards were not used during the pandemic they will be used during all regular, in-person school years. All students including unduplicated pupils continue to receive CCSS instructional materials. Ensure that ELLs have equal access to these standards to gain academic content knowledge and English language proficiency.
Awards and Honors for Students	Students are given awards for their student work, behavior, and attendance as collected by the district secretary.				Maintain monthly acknowledgements of student performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Special Education Teacher & Compliance with IEPs	All students with IEPs are receiving their allotted services.				Continue to provide quality education to all students, including students with IEPs, and continue to adhere to IEP service minutes; ensure that parents are included in all decisions relating to IEPs.
Programs and Services for Unduplicated Pupils	All unduplicated students have access to supports including free meals, after-school programs, field trips, and basic services and programs as provided to all students; parents are contacted as needs are assessed and asked to provide input.				Continue to provide a wide range of supports and assistance to unduplicated students, including basic program offerings; ensure that parents are aware of available services and offer additional services as needs arise.
ELL Progress and Proficiency	Peninsula Union School has only one ELL student; ELCAP data is not available to report out				80% of ELL students will make progress toward English Proficiency as measured by the ELPAP

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Properly Credentialed Teachers / Ongoing Professional Development	Classrooms will be taught by Highly Qualified, appropriately assigned, fully credentialed teachers in all academic areas, and all teachers will attend at least one professional development opportunity related to CCS and will implement state standards-based instruction.	\$111,673.00	No
2	Student Intervention Specialist	Stipend will be provided for a teacher or volunteer to provide additional intervention supports for identified students performing below grade level.	\$38,089.00	Yes
3	CALPADS Maintenance	Office Manager will maintain all student data in CALPADS and communicate that information as needed, utilizing postage and other supplies as needed.	\$39,439.00	No
4	Professional Development	100% of school-site staff will attend at least one PD opportunity annually.	\$2,568.00	No
5	Attendance Communication	Office staff will communicate with families regarding attendance at the end of each trimester, and will utilize the SchoolWise Student Information System daily, weekly, and monthly to track student attendance.	\$9,185.00	Yes
6	Administrative Review	Administrator will review student progress each trimester and will follow-up with students and/or families as needed, providing additional supports for families seeking outside resources and additional support for students on campus.	\$32,300.00	Yes
7	Crisis Intervention	School will contract out for crisis-related services and interventions from outside agencies.	\$134.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Sufficient Instructional Materials	School will maintain appropriate, standards-aligned instructional materials, books, and instructional services, to be made available and accessible to all students within the district.	\$20,567.00	No
9	1:1 Technology	Provide computer and technology hardware/ software, connectivity, and maintenance for students to access a broad range of online resources	\$9,296.00	No
10	Student Recognition / Award Assemblies	The school will celebrate student achievement with assemblies, awards, and celebrations	\$6,908.00	No
11	Special Education Services	School will retain a Special Education teacher and contract out for other special education services as identified on IEPs and will include parent input in decision making.	\$63,731.00	No
12	Classroom / ASES Aides	Provide aides for classrooms and after school support, for a total of 30 minutes per day	\$5,893.00	Yes
13	Transportation	Provide transportation to and from school for students within the district, but outside of walking distance of the school	\$20,815.00	No
14	Small Class Sizes	Maintain low class sizes by hiring an additional credentialed teacher to provide more targeted, effective instruction to identified students	\$92,676.00	Yes
15	ASES Program	Provide after-school enrichment program at no cost to all students within the district	\$119,092.00	No



## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Peninsula Union School is a safe and healthy environment for learning.

An explanation of why the LEA has developed this goal.

Peninsula Union School District wishes to provide a learning environment that allows students to feel totally comfortable while on campus. The school buildings are older and in need of some small repairs, and basic maintenance is needed to keep the facilities both welcoming and safe for students, staff, parents, and visitors alike.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Surveys and Staff Input	Family perceptions of school safety are at 95% and staff survey is upward of 90% as of 02/15/2021. Perceptions of connectedness are also at 95% and 90%, respectively.				Maintain perceptions of school safety and connectedness on family surveys as 95% positive; maintain perceptions of school safety and connectedness on staff surveys as at least 90% positive.
Suspension Data	0% of students were suspended during the 2020-21 school year				Maintain a rate of less than 10% for suspensions
Expulsion Data	0% of students were expelled during the 2020-21 school year				Maintain a rate of less than 5% for expulsions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual FIT Review	Current FIT report is at 95% (Good)				Maintain a FIT score of at least 95% (Good)
Parent Participation & Input Data	Over 70% of families have attended one or more school events				At least 70% of families attend a school event during the school year.
Public Events on Campus	The school hosted two community events in 2018-2019				Host at least 2 community events on campus
School Culture Surveys - Students	75% of students surveyed said they feel safe at school, as well as included in school, involved, or very involved in school culture				90% of students feel safe at school, as well as included in school, involved in school, or very involved in school based on student survey results
Parental Engagement / Parental Participation	Over 10% of families contribute to the decision-making process by attending LCAP related events or through correspondence, and over 50% complete an annual survey regarding LCAP goals. Parent input for all student IEPs is an integral part of their development.				Over 10% of families contribute to the decision-making process by attending LCAP events or through correspondence, and over 50% complete the annual LCAP survey. All IEPs have parent involvement in their development.

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Annual School Site Surveys	School admin will engage in dialogues and surveys to gather input from families, teachers, and students regarding safety on campus and school connectedness.	\$39,618.00	No
2	Restorative Practices / Community Building	Superintendent will facilitate the school developing policies and practices in alignment with restorative practice circles and community building circles to support student self-regulation and relationship repairing skills.	\$56,892.00	No
3	School Maintenance and Safety	School will retain maintenance personnel to do ongoing upkeep of the school facilities as well as ongoing custodial services to maintain school safety, and the necessary supplies and services to do so.	\$103,455.00	No
4	School Events	There will be at least 2 educational and/or school culture building events that parents are invited to throughout the year, hosted by staff receiving a stipend, and/or volunteers.	\$14,439.00	Yes
5	Credentialed Host for School Events	Credentialed staff will host at least 2 community events on campus annually. These events will be publicly advertised, and the credentialed host will receive a stipend.	\$16,032.00	Yes
6	School Culture Surveys - Students	Principal will survey students regarding their preferences and experiences at school and will promote a student-centered school culture.	\$87,703.00	No
7	Increased Field Trip Opportunities	All students have multiple opportunities for field trips per year.	\$400.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
40.29%	164,125

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Over 90% of students in the Peninsula Union School District qualify for free & reduced lunches, so we apply our low-income services and interventions globally. This allows the district to reduce stigma while also meeting the needs of our students and their families as sensitively as possible. We currently have <5 students who are not unduplicated, so rather than singling them out as being privileged, we provide universal supports. We provide a range of additional supports to enhance our school services by at least 40.29%, including by providing students access to clothing, shoes, and school supplies in order to remove institutional obstacles to equity within our school system. We have increased outdoor recess supervision so that students have additional resources for conflict resolution and social supports during unstructured times. We take students on field trips (goal 2, action 7), providing opportunities to access cultural and instructional opportunities that not all students would otherwise have access to (for example, taking the students to a pumpkin patch in October and providing pumpkins to all students at no cost). We provide low student teacher ratios (goal 1, action 14), additional support from the office (goal 1, action 5), additional classroom aide support (goal 1, action 12), additional educational intervention/homework help/tutoring (goal 1, action 2), crisis counseling (goal 1, action 7) and administrative time (goal 1, action 6) to better serve the needs of our unduplicated students. The admin works directly with students, providing additional supports across academic and socio-emotional topics. This includes taking students on mindfulness walks, running restorative circles, leading whole class school culture activities, participating on the PBIS committee, leading behavioral reward activities, facilitating rewards field trips, coordinating with social services contracted through the school to support low income students and families, and more.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

As stated in the previous prompt, over 90% of Peninsula Union School's students are classified as Unduplicated, so to reduce the stigma associated with these situations, we apply these services across the board. Please review the paragraph above for further descriptions of those actions.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$488,019.00	\$124,332.00	\$55,915.00	\$222,639.00	\$890,905.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$706,505.00	\$184,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Properly Credentialed Teachers / Ongoing Professional Development	\$111,673.00				\$111,673.00
1	2	English Learners Foster Youth Low Income	Student Intervention Specialist		\$2,603.00		\$35,486.00	\$38,089.00
1	3	All	CALPADS Maintenance	\$39,439.00				\$39,439.00
1	4	All	Professional Development	\$2,568.00				\$2,568.00
1	5	English Learners Foster Youth Low Income	Attendance Communication	\$9,185.00				\$9,185.00
1	6	Low Income	Administrative Review	\$32,300.00				\$32,300.00
1	7	English Learners Foster Youth Low Income	Crisis Intervention	\$134.00				\$134.00
1	8	All	Sufficient Instructional Materials	\$20,567.00				\$20,567.00
1	9	All	1:1 Technology	\$9,296.00				\$9,296.00
1	10	All	Student Recognition / Award Assemblies		\$3,775.00	\$87.00	\$3,046.00	\$6,908.00
1	11	Students with Disabilities	Special Education Services		\$1,151.00	\$44,828.00	\$17,752.00	\$63,731.00
1	12	English Learners Foster Youth Low Income	Classroom / ASES Aides	\$5,893.00				\$5,893.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	All	Transportation	\$20,815.00				\$20,815.00
1	14	English Learners Foster Youth Low Income	Small Class Sizes	\$92,676.00				\$92,676.00
1	15	All	ASES Program		\$106,466.00	\$11,000.00	\$1,626.00	\$119,092.00
2	1	All	Annual School Site Surveys	\$39,618.00				\$39,618.00
2	2	All	Restorative Practices / Community Building		\$3,188.00		\$53,704.00	\$56,892.00
2	3	All	School Maintenance and Safety	\$103,455.00				\$103,455.00
2	4	English Learners Foster Youth Low Income	School Events				\$14,439.00	\$14,439.00
2	5	English Learners Foster Youth Low Income	Credentialed Host for School Events				\$16,032.00	\$16,032.00
2	6	All	School Culture Surveys - Students		\$7,149.00		\$80,554.00	\$87,703.00
2	7	English Learners Foster Youth Low Income	Increased Field Trip Opportunities	\$400.00				\$400.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$140,588.00	\$209,148.00
<b>LEA-wide Total:</b>	\$140,588.00	\$209,148.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Student Intervention Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$38,089.00
1	5	Attendance Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,185.00	\$9,185.00
1	6	Administrative Review	LEA-wide	Low Income	All Schools	\$32,300.00	\$32,300.00
1	7	Crisis Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134.00	\$134.00
1	12	Classroom / ASES Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,893.00	\$5,893.00
1	14	Small Class Sizes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,676.00	\$92,676.00
2	4	School Events	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$14,439.00
2	5	Credentialed Host for School Events	LEA-wide	English Learners Foster Youth	All Schools		\$16,032.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
<b>2</b>	<b>7</b>	Increased Field Trip Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400.00	\$400.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that

(c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year’s LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.



**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or

implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

### Required Descriptions:

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we

expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.



# Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must



enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.